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ABSTRACT

This manual is designed to facilitate efficient director preparation for the Project on Team Teaching Modular Workshop. Although the director has many set responsibilities throughout the workshop, there are also many options left open in workshop design. Responsibilities are listed and options explained after an introduction. Certain workshop preparatory tasks must be completed by the director in a letter sent to participants with the module playbooks. Each task is specified in this handbook. The University of North Dakota will provide the module playbooks and audio-visuals. A list of films for the workshop and consideration-decision sheets for participants are included in the appendices. (PB)

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EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 547
FOR INSPECTION ONLY

DIRECTOR'S MANUAL

for implementing

PROJECT ON TEAM TEACHING

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A Modular Workshop

on

Team Teaching Competencies

developed

by

The Northern Plains Indian Teacher Corps

at

The University of North Dakota

Grand Forks, North Dakota

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TABLE OF CONTENTS

	Page
Table of Contents	i
INTRODUCTION	1
Rationale	
Operation	
SYSTEMS MANAGEMENT DESIGN FOR IMPLEMENTING PROJECT ON TEAM TEACHING	2
Perspective	
Activities	
PERT Chart	
Time Chart	
WORKSHOP	11
Conversion and/or implementation	
Real or mock student population	
Local and/or University of North Dakota consultants	
Interpersonal communications	
Follow-up procedure	
Schedule	
PREPARATORY ACTIVITIES	16
Pre-assessment	
Materials inventory	
Building specifications	
Student inventory	
Materials acquisition	
Local debriefing procedures	
MATERIALS PROVIDED BY UND	18
Modules	
Audio-visual	
APPENDIX A	
Films	
APPENDIX B	
Consideration-Decision sheets	

INTRODUCTION

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Rationale

The Project on Team Teaching Modular Workshop is designed to meet the individual needs of the workshop participants and to accomplish the specific objectives of the local workshop director. Therefore, the format and design of the workshop is very flexible and contains many director options. To facilitate efficient director preparation for such a unique workshop, this director's manual was developed.

The manual is designed to help the local workshop director identify the options available, the decisions to be made, and the tasks to be completed for the successful implementation of the workshop. It also explicitly details what materials the University of North Dakota provides and what materials must be provided locally.

Operation

The entire operation of the workshop from preparation to follow-up is contained in the PERT system management design which indicates the probable sequence of decisions and major preparatory activities to be negotiated by the director. The director should first completely familiarize himself with these projected activities and their sequence. It should be noted that some of the activities may be omitted, some may be expanded and some may have their sequence changed, but the contained PERT Chart should provide a data base for identifying the specific tasks to be completed by the director. The rest of the booklet is simply an expansion of the system management section. The descriptions of decisions and tasks are more detailed and hopefully more lucid.

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Perspective

A PERT management system for implementing the Project on Team Teaching component is presented on the following pages but does not include time constraints. When time constraints are identified, i.e. - the critical calendar dates and the time to complete each activity, UND will process the data to identify the critical time line (maximum time line) and other important time considerations. This may also be done locally.

The PERT Chart is contained on the three pages following the narrative. Each circled number represents a point in time; the line between circled numbers represents an activity that must be completed between the two identified times; a dotted line does not represent an activity, but means the activity preceding the dotted line must be completed before any activity following the dotted line.

The following list identifies, by number, the activities represented on the PERT Chart.

PERT Activities

1-2 Decide to have team teaching workshop

2-3 Decide on tentative dates

2-4 Identify the target population

4-5 Contact Assistance Agency (University of North Dakota)

5-6 Assistance Agency provides instructions and materials

6-7 Target population is contacted

6-9 Finalize calendar dates

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6-10	Decide on workshop designs conversion and/or implementation, follow-up, interpersonal communication
8-10	Decide how many consultants are needed
8-11	Send participants materials on pre-assessment,material and pupil inventory and building specifications
10-16	Contract for consultant services
11-12	Participants gather material and student inventory and building specifications
11-13	Participants decide if they will take the pre-assessment
12-23	Participants bring requested inventory information to workshop
13-14	Participants evaluate cognitive competence and determine subsequent activities
14-15	Participants report evaluation result and proposed activities to director
15-23	Director provides feedback to consultants regarding competencies of participants
16-17	Reproduce and duplicate materials for the workshop
16-18	Order films, tapes, filmstrips, etc.
16-19	Reserve A-V equipment
16-20	Finalize calendar of events (schedule)
16-21	Reserve rooms
16-22	Secure services of personnel other than consultants
20-23	Notify participants of final schedule
23-24	Opening of workshop
24-25	Identification of workshop goals and procedures with participants
25-26	Do Module I
26-27	Do Module II
26-28	Do Module IV
27-28	Do Module III
28-29	Post-assessment

29-30 Debriefing of consultants

30-31 Workshop closure

31-32 Debriefing of consultants

32-33 Design the follow-up procedures

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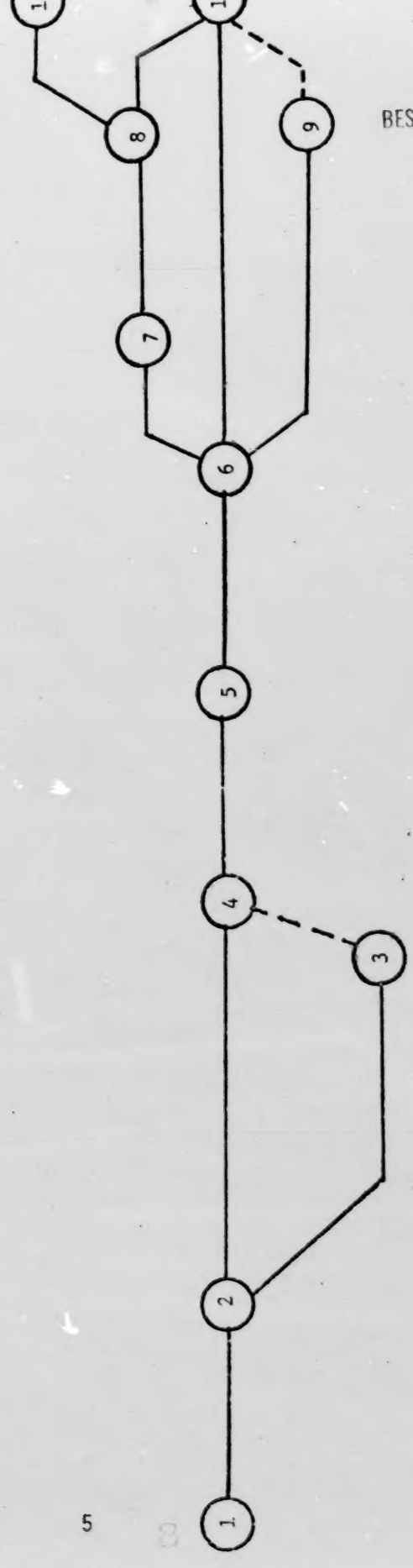

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The following Time Chart is to be utilized in conjunction with the PERT Chart. For each of the PERT activities listed on pages to the director must estimate the amount of time needed for completing each task and any critical dates, which are calendar dates, when a PERT activity must occur, i.e., the opening of the workshop. Not all PERT activities will have a critical date. After the Chart is completed, the time constraints may be added to the PERT Chart or sent to UND for identification of the sequence of activities, which will take the most time, i.e., the critical time line.

TIME CHART

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PERT Activity	Time To Complete Activity	Critical Date
1-2		
2-3		
2-4		
4-5		
5-6		
6-7		
6-9		
6-10		
8-10		
8-11		
10-16		
11-12		
11-13		
12-23		
13-14		
14-15		
15-23		
16-17		
16-18		
16-19		
16-20		
16-21		
16-22		

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PERT Activity	Time To Complete Activity	Critical Date
20-23		
23-24		
24-25		
25-26		
26-27		
26-28		
28-29		
29-30		
30-31		
31-32		
32-33		

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There are many director options in the design of this workshop. These options and the considerations inherent in the decisions relative to the options are expanded in this section of the manual.

Conversion and/or Implementation

Is the workshop to be an implementation of team teaching or must the participants also be converted to a positive attitude toward team teaching? This decision depends solely upon the attitudes of the target population toward team teaching. If they are skeptical or hesitant, it may be wise to plan for some activities to develop enthusiasm for team teaching. This may be done locally or the University of North Dakota consultants will present a "conversion session".

Real or Mock Student Population

Are the participants now working with students? If so, they should collect the real, available information on their students, such as standardized test scores, teacher written evaluations, etc., and bring their student profile materials to the workshop. They will use these materials when developing student grouping techniques.

If the workshop participants are not presently working with students, or if student records of their pupils are not available, then the director must develop student profile materials (real or manufactured) that realistically represent the student population with which the participants will be working.

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Local and/or University of North Dakota Consultants

There are to be at least three consultants from the University of North Dakota. However, if the number of workshop participants is large enough to justify more consultants, the director may wish to tap local talent. Especially recommended are teachers, team leaders and principals now involved in team teaching. The total number of consultants should be determined by the number of teams involved in the workshop. A consultant cannot effectively function when responsible for more than two teams. An ideal situation is one consultant per team.

Interpersonal Communications

One of the keys to effective team teaching is the ability of the team members to effectively communicate, particularly during planning. If the director feels the participants' abilities to communicate may hamper their team teaching efforts, the University of North Dakota will provide an interpersonal communication program with a consultant whose specialty is group functioning and interpersonal communications.

Follow-up Procedures

Probably each team will experience some difficulty and trauma when initiating the teaming approach in their respective schools. Therefore, it is wise to plan for follow-up conferences with each team to identify problem areas. It is also suggested that the director schedule at least one consultant for follow-up meetings with the teams to help solve some of the problems which are certain to arise. The director should be considering follow-up procedures that can be discussed with the consultants during the

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consultant debriefing. The complete follow-up should be designed at that time.

Schedule

A schedule of events should be provided for all workshop participants. An example of a schedule for a workshop conducted at the University of North Dakota is provided. It was a conversion and implementation workshop, with a real student population and without any interpersonal communication training. In building your schedule, films, speakers, social gatherings, panels, etc., should be considered in conjunction with the operation of the modules. Utilization of special interests and skills possessed by local participants should be considered when building the schedule.

EXAMPLE SCHEDULE

Who: LEA Administrators and Cooperating Teachers
Teacher Corps Team Leaders and Interns
When: August 15, 16, 17, 18--1971
Where: U.N.D. University Center, Grand Forks
What: Team Teaching Workshop
Why: Preparation for the coming school year

PROGRAM

Staff:

Don Lemon, Director, Teacher Corps
Lincoln Jerstad, Field Director, Teacher Corps
Ole Aarsvold, Field Director, Teacher Corps

Jerry Abbott, Principal, Kelly School
Andy Swanson, Principal, Belmont School
Larry Hoiberg, Principal, Washington School
Dorothy Sparks, Teacher, Kelly School
Gerald Cook, Teacher, Kelly School
Ron Boomersbach, Teacher, Eielson School

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Program:

Sunday

6:30 - Mixer - Get Acquainted

7:00 - Banquet - Flickertail Room

8:00 - Speaker - Mr. Jerry Abbott

Monday

8:30 - Panel - Team Teaching: Advantages & Problems
Moderator: Jerry Abbott

10:00 - Communication (A Game) Don Lemon

11:00 - Coffee Break

11:15 - Workshop Goals & Procedures - Don Lemon

12:00 - Lunch

1:00 - Small Groups Meet with Consultants
Objectives Related to Roles - Division of Labor

Group	Room	Consultant
Belcourt	Pembina	Dorothy Sparks
Cannon Ball	Missouri	Andy Swanson
Dunseith	Agaissiz	Gerry Cook
Fort Yates	Verendrye	Ron Boomersbach
Solen	Medora	Larry Hoiberg

(Teams will meet in small groups in these same rooms throughout the workshop.)

2:30 - Coffee Break

2:45 - Small Groups Meet with Consultants
Objectives Related to Organization of the Team (and) How Decisions Will Be Made (and) Who Will Participate In Decision Making

4:00 - Filmstrip - "Organized for Learning"
Large Group - River Valley Room

4:30 - Participants free for dinner

5:00 - Consultant Meeting - River Valley Room

7:00 - Film Festival - River Valley Room

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Tuesday

8:30 - Announcements

8:45 - Filmstrip - "IGE Learning Modes" - River Valley Room

9:00 - Small Group Conference
Objectives Related to Grouping Children

10:30 - Coffee Break

10:45 - Small Group Conference
Objectives Related to Use of Time And Space

12:00 - Lunch

1:00 - Small Group Conference
Objectives Related To Sharing and Organizing Materials

2:45 - Coffee Break

3:00 - Filmstrip - "The IGE Planning System" - River Valley Room

3:15 - Small Group Conferences
Objectives Related to Planning

4:45 - Participant Dismissal
Consultant Meeting - River Valley Room

6:00 - Picnic - Sherlock Park, East Grand Forks, Minn.

Wednesday

8:00 - Small Group Conferences
Objectives For Outlining First Week of School - Activities For Children and Teachers To Meet Specific Objectives

9:30 - Announcements
Feedback

10:30 - Coffee Break

10:45 - Small Group Conferences
Objectives Relating to Identification of Goals Achieved and Goals Still To Be Achieved

12:00 - Lunch

1:00 - Consultants each have 10 minutes to summarize work of his group

2:00 - Evaluate success of conference

2:30 - Conference close-outs/announcements

PREPARATORY ACTIVITIES

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The teachers who will be developing their teaching teams must complete some workshop preparatory tasks. Each of these tasks is specified in the following narratives. The workshop director must prepare an introductory letter to be sent to each participant when the module playbooks, which are supplied by the University of North Dakota, are distributed. The letter should explain how each individual is to complete each of the following preparatory tasks.

Pre-assessment

The manner of reporting pre-assessment, to whom the report is to be sent, and deadline dates for sending the pre-assessment report should be detailed in the letter accompanying the module playbook. Specific information concerning the pre-assessment is also contained in the module playbook.

Materials Inventory

If the participants are to use a real student population from their school as a model, they must document the materials, such as texts, films, filmstrips, workbooks, audio-tapes, etc., that are available for use with their student population. If the student population is mock, the workshop director must develop a mock, but realistic, materials inventory to be used by the participants.

Building Specifications

If the student population is real, the teachers must develop a drawing of their building, with dimension specifications, so they may determine how to utilize space. If the student population is mock, the workshop director must develop building specifications to be utilized

during the operation of the workshop.

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Student Inventory

If the student population is real, the teachers must develop an inventory of grades, standardized test results, etc., for each student. If the student population is mock, the workshop director must develop student inventory profiles for the participants to utilize. If the student population is real, the participants are expected to have the materials inventory, building specifications and student inventories with them when they arrive for the opening session of the workshop.

Materials Acquisition

There are many other materials the workshop director must gather before the opening sessions of the workshop.

1. Films: Appendix A contains the title and description of the films to be ordered. Other films, tapes, filmstrips, etc., which the workshop director feels will be relevant and useful should also be ordered. They may be utilized in a "film festival" type of arrangement or in the A-V modes of the modules.

2. Materials to be reproduced: The schedule of events and the consideration-decision sheets contained in Appendix B should be duplicated so each participant has a copy. A-V materials descriptions similar to Appendix A should also be duplicated.

3. A-V Equipment: Film, filmstrip, video-tape (made after June, 1970), audio-tape, etc., projectors must be reserved for the workshop

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dates. The number of participants and the number of machines available will determine the number that must be reserved.

4. Rooms: Workshop space must be reserved. The length and type of workshop plus the number of participants will determine the space needed.

Local Debriefing Procedures

It is suggested that the workshop director design some debriefing procedures that will aid in the development of a follow-up procedure. The uniqueness of each workshop demands that some of the debriefing task be designed by the workshop director.

MATERIALS PROVIDED BY UND

Modules

The module playbook is a self-contained unit of objectives and instructional tasks with a designed-in feedback mechanism.

Audio-Visuals

The IGE filmstrips and locally prepared video-tapes and slides will be brought by the UND consultants.

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APPENDIX A

FILMS

TEAM TEACHING WORKSHOP FILMS 16 MM

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		Minutes
1.	AND NO BELLS RING	57

Beginning with interrelationship between different methods of instruction, basic ideas are seen in action and are candidly evaluated by students, teachers and administrators who have tried them in local experiments.

2.	AND SOMETHING MORE	28

Depicts how a good school library works to make all instructional resources available to the students and also how the students are taught to use these without supervision.

3.	MAKE A MIGHTY REACH	45

Introduced by John Gardner and deals entirely with school improvement through innovation. Gardner points out that much education today is "monumentally ineffective", and most of the film focuses on the efforts of a dozen school systems where, according to the film, education is based upon a belief that knowledge for its own sake is more to be desired than the pursuit of a grade. Gist of the film emphasizes that new ideas must be aimed at making learning easier and more efficient by "merchandising education on the basis of the individual's abilities." Specific targets are the individual student's level of ability varying from a slow learner to the student who finds higher math as easy as falling out of bed. I/D/E/A (1967) Education - Special, Education - Study & Teaching Skills, Audio Visual Education.

4.	MORE DIFFERENT THAN ALIKE	33

Depicts some unique and creative techniques which provide for individual learning differences. Includes a data processing system, to compare, by computer, the progress each student is making with the progress he should be making - a special school for slow learners, a learning center in which high school students have access to the latest materials and technology for self-instruction, a program of student-planned work schedules and learning projects, and a "helpmobile" for inservice education. NDEA-NEA (1967) Education-Special, Education - Study & Teaching Skills, Audiovisual Education.

5.	TEACHING THE ONE AND THE MANY	28

A new design for rural and city schools. The setting is a rural junior-high school. The action is in the individualized learning center, illustrating how the faculty and student body of 180 utilize men, media and machines. Much of the modern technology (or "hardware") currently available to schools is reviewed, but major emphasis is one of the developments of "software" - films, filmstrips, programmed materials, video tapes and teaching kits.

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6. EACH CHILD IS DIFFERENT 17

A glimpse into the lives of five children in a fifth grade class on the first day of a new school year. Shows that each is a complex and unique pattern, shaped by many influences. Indicates that a teacher facing this new group of children for the first time must discover what these influences are to adjust her educational program to fit the needs and characteristics of each child.

7. HICKORY STICK 30

A fifth-grade teacher maintains an atmosphere for learning. She encourages and motivates her class and at the same time guides and disciplines - with firmness and authority.

8. MAINTAINING CLASSROOM DISCIPLINE 14

Techniques for securing proper class conduct and stimulating good attitudes are examined through analysis of a class in which the teacher and students are pulling opposite directions.

9. TEAM TEACHING ON THE ELEMENTARY LEVEL 14

The purposes of this film are to explain the reasons for and the methodology of team teaching; to trace the development of an experimental project from theory to practice; and to demonstrate the feasibility of team teaching in the elementary school. Cashmere, Washington is the scene of the experiment in team teaching. The film traces the motivation, plans and details involved in achieving the new teaching method that included an extensive summer workshop at Central Washington State College. Buildings and the organized program at Cashmere are graphically portrayed.

10. WHY ARE TEAM TEACHING AND NON-GRADING IMPORTANT 50
(Series How to provide personalized education in a public school.)

Dr. John I. Goodlad explains the meaning and implications of "Graded" versus "non-graded and team teaching." He presents the point of view that a non-graded school using teams offers the greatest flexibility in suiting curriculum and social needs to individuals.

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APPENDIX B

CONSIDERATION - DECISION SHEETS

NORTHERN PLAINS TEACHER CORPS
TEAM TEACHING WORKSHOP

Objectives Related To Roles--Division of Labor

OBJECTIVE: The team members will differentiate the roles of the team members such as the unit leader, unit teachers, interns, student teachers and/or paraprofessionals. This task will be considered completed when the roles of each team member have been formalized in writing.

Considerations	Decisions	Materials
		ERIC "Concepts of Team Teaching," Varnell Bench Ed. 033068 "Team Teaching", David C. Cunningham Ed 033284 BOOKS RX For Team Teaching, by Robert H. Johnson & John J. Hunt, Burgess, 1968, pp. 116-120, 1-10. Team Teaching in Action, by Medill Bair and Richard G. Woodward, Houghton Mifflin, 1964, pp. 61-83. The Roles of the Professional and Paraprofessional Personnel in Team Teaching. by L. Jean York, Leslie Press, 1971.

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NORTHERN PLAINS TEACHER CORPS
TEAM TEACHING WORKSHOP

Objectives Related to Organization of the Team (and) How Decisions Will Be Made (and) Who Will Participate In Decision Making

OBJECTIVE: The team members will discuss and develop the organization of their team.

Considerations	Decisions	Materials
		ERIC "How to Plan and Organize Team Teaching in Elementary School Science" by L. Jean York, Ed 036429. "Effect of Background and Personality of Teachers on Teaching Teams" by David F. Cunningham, Ed 033071

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NORTHERN PLAINS TEACHER CORPS
TEAM TEACHING WORKSHOP

Objectives Related to Organization of the Team (and) How Decisions Will Be Made (and) Who Will Participate In Decision Making

OBJECTIVE: The team members will develop a decision making procedure for their team. This task will be completed when the decision making procedure has been formalized in writing.

Considerations	Decisions	Materials
		ERIC "Frustration, Turmoil and Discomfort in Team Teaching by Robert E. Wood, Ed. 03306 BOOKS Team Teaching: Organization and Administration. by Leslie Chamberlin, Merrill 1967, pp. 55-61.

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NORTHERN PLAINS TEACHER CORPS
TEAM TEACHING WORKSHOP

Objectives Related to Organization of the Team (and) How Decisions Will Be Made (and) Who Will Participate In Decision Making

OBJECTIVE: The team members will decide who is to participate in the team decision making process. The participants should be named in the written decision making procedure.

Considerations	Decisions	Materials
		ERIC "Research on Team Teaching" by Walter R. Borg, Ed 033069 BOOKS Team Teaching. by Judson T. Shaplin and Henry F. Olds, Harper & Row, 1964, pp. 170 215. Team Teaching: Bold New Venture. edited by David W Beggs, Unified College Pres 1964, pp. 137-138

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NORTHERN PLAINS TEACHER CORPS
TEAM TEACHING WORKSHOP

Objectives Related to Grouping Children

OBJECTIVE: The team members will list the ways they might group the children to be taught by their team.

Considerations	Decisions	Materials
		FILMS "Each Child is Different" "More Different Than Alike" "Make A Mighty Reach" "And No Bells Ring" "Charlie and the Golden Hampster" ERIC "Ability Grouping: 1970" by Warren G. Fridley & Miriam M. Bryan, Ed 048381. "The Modular Approach In Teaming Social Studies at the Elementary Level" by Don Clark & Melvin A. Cottle Ed 033078 "The Influence of Team Teaching & Flexible Grouping on Attitudes of Junior High School Students" by Seymour Esmuels "Grouping For Instruction" by Ruth J. Cohen, Ed 036829 "Grouping Children in Integrated Schools", by Evanston Public Schools, Ed 041091

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NORTHERN PLAINS TEACHER CORPS
TEAM TEACHING WORKSHOP

Objectives Related To Use of Time and Space

OBJECTIVE: The team members will list the ways space and time might be utilized, given their unique time and space constraints.

Considerations	Decisions	Materials
		FILMS "And No Bells Ring" "Teaching the One And The Many" ERIC "Flexible Modular Scheduling and Related Instructional Strategies", by Valencia, Atilano A., Ed 037809 BOOKS RX For Team Teaching. Johnson & Hunt, pp. 146-156. Team Teaching In Action. Bair & Woodward, pp. 36-60, 177-187. Team Teaching. by Judson T. Shaplin & Henry F. Olds, Jr., Harper & Row, 1964, pp. 216-340. Team Teaching: Organization and Administration. Chamberlain, pp. 93-105.

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TEAM TEACHING WORKSHOP

Objectives Related to Sharing and Utilizing Organizing Materials

OBJECTIVE: The team members will develop a procedure for sharing and organizing materials. This task will be completed when the procedure is formalized in writing.

Considerations	Decisions	Materials
		FILMS "And No Bells Ring" "And Something More" "More Different Than Alike" "Teaching the One And The Many" BOOKS RX For Team Teaching. Johnson & Hunt, pp. 99-115. Team Teaching Organization and Administration. Chamberlain, 1969, pp. 83-93. Materials & Resources Suggested For Team Teaching and Individualizing Instruction. L. Jean York, Leslie Press, 1971.

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TEAM TEACHING WORKSHOP

Objectives Related to Planning

OBJECTIVE: The team members will determine when planning sessions will be held, the procedure to be utilized during planning and what are the objectives of the planning sessions. This task will be completed when the planning session schedules procedures and objectives have been formalized in writing.

Considerations	Decisions	Materials
		BOOKS Prerequisites For Good Planning Sessions In Team Teaching. by L. Jean York, Leslie Press, 1971.

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NORTHERN PLAINS TEACHER CORPS
TEAM TEACHING WORKSHOP

Objectives For Outlining First Week of School--Activities For Children and Teachers to Meet Specific Objectives

Considerations	Decisions	Materials
		FILMS "Hickory Stick" "Broader Concepts of Methods I and II" "And Something More" "Maintaining Class Disciplin BOOKS Team Teaching. by Glenda Hanslovsky, Sue Moyer and Helen Wagner, Merrill, 1969

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